

Pedagogical readiness of mathematics teachers to implement innovative forms of educational activities

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Abstract

© Authors. The purpose of this study is to develop and validate the evaluation indicators of teaching. The relevance of the present study is due to the problem of improving the quality of school education in the Russian Federation by means of renewal of the content of general education, provided by the RF State program "Development of Education for 2013-2020". The vectors of updating are determined by the tasks of transition to the democratic and constitutional state, the market economy, the need to overcome the dangers of the country lagging behind global trends of economic and social development and, what is the most important, by the growing influence of the human capital on the economy of the country. The aim of this study is to identify the level of readiness of teachers to implement innovative forms of educational activities into the educational process with the help of the analysis of the responses of mathematics teachers to reflexive questions. The presentation of lessons with innovative forms during the methodical workshop and the systematic analysis of the experimental data are the main technologies. As a result of the experimental study, conducted in 2015-2017 in the Kirov region with a group of 71 mathematics teachers we can present the experience of the implementation of innovative organization forms of educational process and summarize the results in the form of the subjective reflective assessment. The article justifies the high level of pedagogical readiness of mathematics teachers to introduce innovative forms of organization of educational activities such as: event-based learning, adaptive teaching, 'bring your own devices', computational thinking, and stealth assessment.

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Keywords

A creative lesson, Advanced pedagogical experience, Forms of organization of learning activities, Pedagogical innovations, TRIZ pedagogy

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